	A Friend in Need
Name (s)	
Direction suggestion	s: Visit the websites below and use as resources by reading the articles and as listed. Then, read the case study and answer the questions. Develop a plan for
Shelly to h	nelp Megan.
Resource	S:
?	Read the article I Think My Friend May Have an Eating Disorder. What
	Should I Do? at
	www.kidshealth.org/teen/question/get_help/friend_eating_disorder.html
?	Visit the following website
	http://www.nationaleatingdisorders.org/p.asp?WebPage_ID=294 Click on
	Eating Disorders Info and review the following articles: <i>How to Help a</i>
	Friend with Eating and Body Image Issues, How to Help A Friend: The
	IMAD Approach, What Should I Say?
	Shelly and Megan

Shelly is concerned about her friend Megan. Whenever they are talking, the conversation eventually turns to a discussion of food and weight. Megan seems to know the calorie count and number of fat grams of every food she eats and that Shelly eats.

Shelly and Megan always went to the gym for their workouts three-four times a week. Now, Megan is working out everyday and often two times a day. Yet, Megan always talks about fat she is even though she seems to have lost a lot weight. It is hard to tell because she is usually wearing a baggy sweat suit; she says she is always cold.

Shelly has also noticed a bottle of laxatives in Megan's locker; Megan tried to hide it but Shelly knew what it was. Yesterday, Megan fainted in chemistry class.

- 1. What do you think is happening with Megan? Identify five things that indicate there is a problem
- 2. What should Shelly do? Identify three things she could do to help Megan
- 3. Following the guidelines for what to say to a friend struggling with an eating disorder, write 2 statements that Shelly could use to start a conversation with Megan.
- 4. On the back of this page, develop a step-by-step plan for Shelly to follow in helping Megan.

Believe It or Not?

- 1. Lose 10 Pounds in One Week with the New "Wonder Diet"
- 2. Eating Kumquats Daily Helps Prevent the Common Cold
- 3. FDA Issues Health Advisory on Puffer Fish from Florida
- 4. Amazing New Supplement Boosts Athletic Performance
- 5. NIH Study Suggests Women May Need More Vitamin C
- 6. Grapefruit Has Negative Calories
- 7. Doctor Identifies New Miracle Drug to Control Diabetes
- 8. Eating Okra May Postpone Signs of Aging

Believe It or Not? Answer Key

- 1. Lose 10 Pounds in One Week with the New "Wonder Diet" Not Accurate
- 2. Eating Kumquats Daily Helps Prevent the Common Cold Not Accurate
- 3. FDA Issues Health Advisory on Puffer Fish from Florida Accurate
- 4. Amazing New Supplement Boosts Athletic Performance - Not Accurate
- 5. NIH Study Suggests Women May Need More Vitamin C Accurate
- 6. Grapefruit Has Negative Calories Not Accurate
- 7. Doctor Identifies New Miracle Drug to Control Diabetes Not Accurate
- 8. Eating Okra May Postpone Signs of Aging

 Not Accurate

Vegetarian Vocabulary

Vegetarianism

Types of Vegetarians

- ? Vegans
- ? Lacto-ovo vegetarians
- ? Lacto vegetarians
- ? Semi-vegetarians
- ? Pesco vegetarians
- ? Pollo vegetarians



Vegetarian Menu Plan

Name(s)				
Directions: Plan a one day vegetarian menu plan following the recommendations of the Food Guide for Vegetarian Meal Planning. The entrée for the lunch menu has already been selected for you; the ingredients for this entrée are available for you to review.				
Breakfast				
Lunch				
Santa Fe Pizza				
Dinner				
Snacks				
Snacks				

"Trust Me - I've Got Credentials" Nutrition Credentials

Name					
Directions: Many people claim to be qualified to provide sound nutritional advice. However, some of them may have "questionable" credentials or no credentials at all. Using the article "Where To Get Professional Nutrition Advice" at www.quackwatch.com/04ConsumerEducation/nutritionist.html as a reference, determine which of the following individuals would be qualified to provide sound nutrition advice. If the individual can be a trusted source of nutrition information, state the reason(s) why.					
Individual	Trust them? or Beware?	Why? Or why not? Discuss educational background and credentialing requirements.			
Medical doctor/physician					
Ph.D. in Nutrition Education					
Registered Dietician					
Certified Clinical Nutritionist					
Certified Nutritionist					
Nutritional Consultant					



Ten Red Flags That Signal Bad Nutrition Advice*

- 1. Recommendations that promise a quick fix
- 2. Strong warnings of the dangers of a single product or regimen
- 3. Claims that sound to good to be true
- 4. Simplistic conclusions drawn from a complex study
- 5. Ideas based on a single study
- 6. Dramatic statements that are not supported by reputable scientific organizations
- 7. Lists of "good" and "bad" foods
- 8. Recommendations made to help sell a product
- 9. Recommendations based on studies published without a peer review
- 10. Recommendations from studies that ignore differences among individuals or groups

^{*} The list of "Red Flags" was developed by the Food and Nutrition Science Alliance, FANSA, a partnership of four professional scientific societies: American Dietetic Association, American Society for Clinical Nutrition, American Society for Nutritional Sciences and the Institute of Food Technologists





Sports Nutrition Scavenger Hunt

Instructions:

Use the Internet links below to learn more about sports nutrition. Each resource link will be used to answer at least one question. Be sure to write your answers on a separate sheet of paper.

Questions:

- 1. What are four goals for the nutritional well-being of an athlete?
- 2. Give 3 reasons why the Food Guide Pyramid is a good guide for young athletes to follow when planning training table menus?
- 3. Name several factors that influence the energy needs of athletes.
- 4. What types of food are the best fuel sources for athletes?
- 5. Do teen athletes need extra amounts of protein from foods or amino acid supplements? Why or why not?
- 6. What are some risks associated with getting too much protein?
- 7. Does the time of day impact nutrient and calorie intake? Explain your answer.
- 8. What are the three parts of a formula for growing muscle mass?
- 9. Why is getting enough sleep especially important for young athletes?
- 10. List five guidelines for athletes to follow when planning their pregame meals.

Resources:

Nutrition and the Athlete: General guidelines, pre- and post-game advice www.ianr.unl.edu/pubs/foods/nf66.htm

Sports and the winning connection: Keeping Energy Levels Up – Your Food Strategy

www.urbanext.uiuc.edu/hsnut/hsath1b.html

Nutrition and the Athlete: Protein Needs www.ianr.unl.edu/pubs/foods/nf74.htm

Nutrition and the Athlete: Fueling Your Sport www.ianr.unl.edu/pubs/foods/nf73.htm

Your Nutrition Game Plan: How's Your Timing?

http://ncacoach.inetnebr.com/PDF/NGP/timing.pdf

Your Nutrition Game Plan: A Successful Formula for Gaining Muscle Mass

http://ncacoach.inetnebr.com/PDF/NGP/muscle.pdf

Your Nutrition Game Plan: Struggling to Maintain Weight http://ncacoach.inetnebr.com/PDF/NGP/weight.pdf

The "BIG" Question

Look over all of the answers to the questions that you answered on this scavenger hunt. Answer the following question: "What are the most important things for teen athletes to consider when thinking about their nutritional needs?"



Nutrition Knowledge

Nutrient	Why Needed	Major Food
		Sources
Carbohydrates		
Fats		
Vitamin A		
VICTION 71		
77'. C		
Vitamin C		
Thiamin		
Niacin		
Riboflavin		
Moonwill		

Nutrient	Why Needed	Major Food
NUCLICIT	Willy Needled	Major Pood

	Sources
Calcium	
Iron	
Window	
Water	

Nutrition Guide for People with Diabetes STUDY GUIDE

Name	
www.c	Read the article, Nutrition Guide for People with Diabetes, found at diabetes.org/main/health/nutrition/nutrition_guide.jsp and answer the questions
1.	The diet for a diabetic must be individualized to meet the unique needs of each person. However, there are some thing that everyone should focus on to maintain a healthy lifestyle, they are:
	a.
	b.
	c.
2.	Wise food choices can help a diabetic prevent or delay these side effects of diabetes:
	a.
	b.
	c.
3.	For people with type 1 diabetes (the person must use insulin), food is one tool they can use to treat their diabetes. The goal of the food plan is to keep the blood glucose level as normal as possible. Therefore, meals should be planned at times and the diabetic should closely monitor levels.
4.	For people with type 2 diabetes (the person can usually control this type without insulin), there are 4 key health goals, they are:
	a.
	b.
	c.
	d.

5.	These goals can usually be met with a exercise	plan and
6.	Diabetics, as well as all of us, should focus on cutting the fat in our diets especially fat and	,
7.	Why is a modest weight loss important for people with type 2 diabetes?	
8.	What is the best way to lose weight?	
Daily (Guidelines:	
9.	Protein : For most people, a healthy diet includes% to daily calories from protein.	% of
10.	Fat: A healthy intake of fat is% or less of daily calories with less % from saturated fats (fats that are solid at room temperature substituter) and up to % from polyunsaturated fats (fats from fish an seafood). Daily cholesterol should be milligrams or less.	ch as
11.	Carbohydrates: The remaining% to% of daily calories so come from carbohydrates. (Hint: Do the math!!!) Sugar is one type of carbohydrate. Even though sugar can be part of a diabetic diet, why show everyone be concerned about too many sugary foods in the diet?	
12.	What is a dietitian? And how often should a person with diabetes meet vidietitian?	with a
13.	Dietitians can assist a diabetic with the following:	
	a.	
	b.	
	c.	
	d.	
	e.	

NUTRITIONAL NEEDS OF INIDIVIDUALS AND FAMILIES ACROSS THE LIFESPAN

Nutrition Issues and Adolescents Grade Levels: 9-12

Concept: Sources of Nutrition Information

Comprehensive Standard: 6.2 Evaluate the nutritional needs of individual and families in relation to health and wellness across the lifespan

Technical Standard: 6.2.4 Evaluate sources of food and nutrition information that contribute to wellness

LESSON COMPETENCIES:

- ? Identify criteria for determining reliable sources of nutrition and health information
- ? Distinguish between valid sources of nutrition information and nutrition misinformation

Anticipated Behavioral Outcomes:

? Students use reliable sources of nutrition and health information based on sound scientific research.

Resources Needed:

- Copy of *Believe It Or Not* transparency
- Copies of all handouts for students
- News items, brochures, magazine articles, etc. providing nutrition/health information enough for one for each student
- Internet access

References for teachers and students:

The American Dietetic Association (ADA) position paper, *Food and Nutrition Misinformation* (2002), can be accessed at http://www.eatright.org/Public/Other/index_adar0202.cfm

Nutrition Misinformation, an article written to help consumers spot nutrition misinformation is available from the Oklahoma State University Cooperative Extension Service at http://pearl.agcomm.okstate.edu/fci/health/t-3124.pdf

Another web site which offers links to nutrition information is *NutriWatch*, *Your Guide to Sensible Nutrition* at www.nutriwatch.org

A fact sheet, *Nutrition on the Internet*, that discusses guidelines for evaluating nutrition websites, is available from the Nutrition Information Resource Center at Clemson University at http://virtual.clemson.edu/groups/NIRC

The Quackwatch website has a wide variety of information at www.quackwatch.com

Background Information

Food and nutrition misinformation can have harmful effects on the health and economic status of consumers. Consumers must be able to discriminate between credible sources of nutrition information and nutrition quackery.

Accurate nutrition information is the result of application of the scientific method, have survived replication and peer review. Nutrition misinformation consists of erroneous information, a misinterpretation of food and nutrition science. The danger of misinformation is that it may be harmful to health or be used to fuel food fads and health fraud

According to the American Dietetic Association's *Nutrition and You: Trends* 2000 survey, consumers receive nutrition information from a variety of sources. The media are consumers' primary source of nutrition information, with television (48%), magazines (47%) and newspapers (18%) cited as the top three information sources. Other sources identified were books (12%), doctors (11%) and family & friends (11%). Dietitians (1%) and nutritionists (1%) were not frequently mentioned.

The Internet is another popular source of nutrition and health information. According to a Harris Interactive poll, an estimated 100 million consumers sought health information on the Internet in the year 2000, up from 70 million in 1999 (Wall Street Journal, 12/29/00). Adolescents frequently use the Internet for health and nutrition information. Researchers in New York state in a study of 412 ethnically diverse 10th graders found that 96% of these adolescents used the Internet and 49% used it to obtain health information (Borzekowski, D.L. and Rikert, V. (2001). *Adolescent cyber surfing for health information: A new resource that crosses barriers*. Archive of Pediatric Adolescent Medicine, 155, 813-17).

Terms to know (Definitions from Quackwatch website):

Quackery – the promotion of an unproven product or service. The operant word is promotion rather than intent.

Quack – generally defined as a pretender to special health-related skills

Fraud – an intentional perversion of truth for gain

Unscientific – contrary to scientific evidence

Nonscientific – not based on the scientific approach

Faddism – a generic term used to describe nutrition nonsense. Food faddists are characterized by exaggerated beliefs in the role of diet and nutrition in health and disease.

The Food and Nutrition Science Alliance (FANSA) made up of the American Dietetic Association, American Society for Clinical Nutrition, American Society for Nutritional Sciences and the Institute of Food Technologists has developed a list of ten "red flags" that signal bad nutrition advice. They are:

- 1. Recommendations that promise a quick fix.
- 2. Strong warnings of the dangers of a single product or regimen
- 3. Claims that sound to good to be true
- 4. Simplistic conclusions drawn from a complex study
- 5. Ideas based on a single study

- 6. Dramatic statements that are not supported by reputable scientific organizations
- 7. Lists of "good" and "bad" foods
- 8. Recommendations made to help sell a product
- 9. Recommendations based on studies without a peer review
- 10. Recommendations from studies that ignore differences among individuals or groups

The Oklahoma Cooperative Extension Service (Nutrition Basics: Evaluating Nutrition Information, 2000) suggests the following credible sources of information:

Learning Activities:

Middle School Level

- ? Use the *Believe It or Not* transparency/handout to introduce the concept of nutrition misinformation. Ask students if they believe the headline or not. Discuss the following:
 - What words make you doubt the headline?
 - What further information do you need to determine if the claim is credible or not?
 - What do the abbreviations stand for? Would knowing that be helpful in determining if the information is accurate?
 - Where do consumers see these types of headlines or claims? What sources of nutrition information can be trusted?
- ? Share the *Ten Red Flags That Signal Bad Nutrition Advice*. Ask students to use this list to evaluate the claims on the *Believe It Or Not* handout.
- ? Define quackery for students; then ask them to determine if any of the headlines would likely be considered quackery and discuss why.

High School Level

- ? Share headlines and news items from a variety of nutrition information sources including newspapers, magazines, brochures, etc. Ask students to quickly review the item they received. Discuss the following:
 - Do you think the information presented is accurate? Why or why not?
 - Who is the author of the article? What are their credentials?
 - Are scientific studies cited? If so, what information is provided about the study?
 - Are "nutrition experts" or "medical professionals" quoted? If so, what qualifies them as a "nutrition expert" or "medical professional"?
 - How can consumers know if nutrition/health information is accurate?
- ? Read the fact sheet, *Nutrition Misinformation*, from the Oklahoma Cooperative Extension Service (see reference list)
- ? Complete the activity "*Trust Me I've Got Credentials*" NOTE TO TEACHER: This activity could be expanded to include a discussion of careers in nutrition such as a registered dietician. The ADA website (see reference list) has a section on careers.

? Using the criteria for website evaluation on the *Web Site Evaluation Form*, ask students to compare information on dieting at two of the following sites:

www.ipower2000.net/dietsafe.html

www.freedietlinks.com/faddiets.htm

http://www.eatright.org/Public/NutritionInformation/92_nfs0200b.cfm

http://www.eatright.org/Public/NutritionInformation/92_nfs12.cfm

www.webterrace.com/fad/home.htm

NOTE TO TEACHER: Be sure to visit these sites first to familiarize yourself with them. You may want to add additional sites of your choice relating to other nutrition issues such as eating disorders, supplements, etc.

Measuring Up Your Menu Plan

Directions: Using the menu plan which you and your partner developed for a pregnant
woman or teen and the DRI/RDA tables, complete the table below to see how your menu
plan "measures up".

Food	Amount	Calories	Protein(g)	Folate	Vit. C (mg)	Iron (mg)	Calcium (mg)
roou	Amount	Calories		(ug DEF)	(mg)	(mg)	(IIIg)

Meal and Exercise Plan

Name			

Daily Meal Plan	Exercise Plan
Breakfast	
Dieariasc	
Snack	
bilder	
Lunch	
Snack	
Dinner	

Jason's Training Menu

Name	
Directions: Read the following scenario and using the resorbanning an appropriate training menu by making changes in the item you would change and list an appropriate alternative reason for making the change.	n this meal plan. Underline
Resources: Your Training Table Guide at www.urbanext.uiwc.edu/hsn	
Breakfast 2 Carmel Rolls	Reason for Change
1 cup Coffee	
3/4 cup Orange Juice	
Lunch 1 4-oz. Hamburger on a Whole Wheat Bun	
2 cups Lettuce Salad with 3 tbs. Thousand Island Dressing	
1/4 Cantaloupe	
8-oz. Lowfat Milk	
Dinner 6-oz. Fried Chicken	
2 cups Rice	
1 cup Broccoli	
1 Baked Apple	
20 oz. Diet Soda	
Snacks Candy Bar	

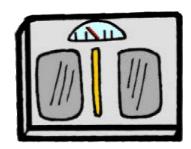
Chocolate Milkshake

Eating Out

Name			

Your friend, Jordan, was recently diagnosed with diabetes. Jordan is struggling in following a healthy eating plan, especially when eating out with friends. A group of friends has plans to go out on Friday night for dinner and a movie. You plan to stop at a local fast food restaurant for dinner before the movie. What kinds of things on the menu would be healthy choices for Jordan (and for the entire group of friends!)?

Subject Sampler: Eating Disorders



Introduction

The following links come from all over the World Wide Web and include information about a variety of issues related to Eating Disorders. You may complete the following Internet activities alone or working in a group as directed by your teacher. You may complete all or only some of the activities related to your goals related for the study of Eating Disorders.

The purpose is to give you a sampling of some of the issues related to Eating Disorders. Each of the activities asks you to explore Eating Disorders. Good luck and have fun!

Activities

Defining Eating Disorders and Warning Signs

Anorexia Nervosa and Related Eating Disorders, Inc. www.anred.com

- 1. What is an eating disorder?
- 2. What are the 3 most common eating disorders and what are the characteristics of each?
- 3. The warning signs for these eating disorders fall under several categories: food behaviors, appearance and body image behaviors, exercise behaviors, thoughts and beliefs, feelings and social behaviors. Identify 3 warning signs in each category.

Health Risks Related to Eating Disorders

National Eating Disorders Organization www.nationaleatingdisorders.org/p.asp?WebPage_ID=294

- 4. What are the health risks associated with anorexia?
- 5. What are the health risks associated with bulimia?
- 6. What are the health risks associated with binge eating disorder?

Treatment of Eating Disorders

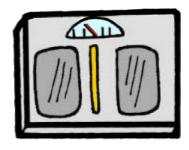
Something Fishy Website on Eating Disorders <u>www.something-fishy.org</u>

- 7. Identify 5 health professionals who might be involved in the treatment of an eating disorder and list what areas they are trained in.
- 8. When is hospital based care necessary?

Eating Disorders Research Project

Directions: Follow the steps below to find out more about a variety of topics related to eating disorders. Be prepared to present an illustrated talk to share the results of your research with your classmates. A scoring rubric for the illustrated talk will be provided by your teacher.

- 1. Choose one of the following topics for your project:
 - a. Males and eating disorders
 - b. Treatment of eating disorders
 - c. Causes of eating disorders
 - d. Health consequences of eating disorders
 - e. Athletes and eating disorders (wrestlers, figure skaters, gymnasts, dancers)
 - f. Female Athlete Triad
 - g. Less well known eating disorders
 - h. Helping a friend or family member with an eating disorder
 - i. Elderly and eating disorders
 - i. Influence of media
 - k. Related topic of your choice (must be approved by your teacher)
- 2. Explore all aspects of the issue you choose for your project. Develop an outline for your report and share it with your teacher for approval before proceeding with your research.
- 3. Follow the criteria for an illustrated talk provided by your teacher.
- 4. Create at least one poster to accompany your illustrated talk.



Benefits of Regular Physical Activity

- ? Assists in maintaining health body weight
- ? Increases energy
- ? Increases strength for routine activities
- ? Improves muscle tone
- ? Bone strength
- ? Strong heart and lung systems
- ? Improves mental health
- ? Helps you handle stress
- ? Sleep better
- ? Lowers risk of
 - heart disease
 - high blood pressure
 - high cholesterol
 - obesity
 - diabetes

Vital Nutrients for Vegetarians

Name(s)	

Directions: Your friend Amanda, 17 has decided to follow a vegetarian lifestyle. You are concerned about the nutritional quality of the foods that she eats. Listed below is a one-day sample menu for Amanda. It is your task to see if her menu meets the guidelines of the Food Guide Pyramid for Vegetarians and to see if she is getting the Dietary Recommended Intake (DRI) for each of the 6 nutrients listed. Place each food and serving size in the Food Guide Pyramid provided. Complete the chart on nutrient intake to see if Amanda's menu is nutritionally adequate.

Amanda's Menu

Breakfast

1 cup oatmeal with cinnamon, raisins and ½ cup fortified soy milk
1 slice whole wheat toast with 1 tablespoon peanut butter
½ grapefruit

Lunch

2 bean burritos: black beans in corn tortillas, topped with chopped lettuce, tomatoes and salsa

Carrot sticks

Dinner

Chinese stir fry over brown rice: tofu chunks, broccoli, pea pods, water chestnuts and Chinese cabbage

Baked apple

Snack

Banana soymilk shake

Nutrient Intake Chart

Food Item	Serving	Vit B12	Vit D	Calcium	Protein	Iron	Zinc
	Size	(mg)	(mg)	(mg)	(g)	(mg)	(mg)
Oatmeal							
Raisins							
Soymilk							
Whole							
Wheat							
Bread							
Peanut							
Butter							
Grapefruit							
Black							
beans							
Corn							
Tortillas							
Lettuce							
Tomatoes							
Salsa							
Carrot							
Sticks							
Brown							
Rice							
Tofu							
Chunks							
Broccoli							
Pea Pods							
Water							
Chestnuts							
Chinese							
Cabbage							
Apple							
Banana							
Soy milk							
Totals	*****						